



# The Advisers BULLETIN

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## TENTH ANNUAL SHORT COURSE

by Miss Mary E. Murray  
CSPAA BULLETIN Editor

Friday, October 13, may be a day of premonitions and forebodings for some people, but for Yearbook advisers it is the anticipated date of the 10th Annual Short Course at McMillin Theatre, Columbia University.

With "Improving Your 1951 Yearbook" as the theme, advisers will find an enriched program of helpful ideas in the scheduled clinics and sectional meetings.

Registrations . . . . . to date have exceeded those of previous years and the 1951 gathering promises to break the attendance record of the past decade.

In the Yearbook Contest, the results . . . . .

of which will be announced during the convention, 802 books were entered, representing 44 states, Hawaii, Alaska, and Canada. The greatest state percentage increases were from Arizona, Iowa, New Mexico, North Dakota, and South Dakota.

If the high standards reached by the 1950 Annals are indicative of the worthwhileness of the Short Course, advisers can

be assured that it is the best possible investment toward a medalist yearbook. The greatest improvements in the 1950 entries were in editorial content, layout, and photography.

Most of the

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## THE THREE A'S OF ADVERTISING THAT PAY DIVIDENDS

by Dorothy Hurlbut Sanderson  
Advertising Manager, H. B. Gillette Co., Inc.  
Ellenville, New York

Just as the moving picture director shouts, "Lights, camera, action," so the successful ad writer cries, "Approach, appeal, action."

If I were to tell you that advertising is a form of propaganda, would you be surprised? I hope not, for seriously, it is just that. Perhaps immediately you think of propaganda as something bad, something not exactly desirable. But that is just one side of propaganda, for it may be either good or bad, depending on what it concerns and how it is concerned, for propaganda has been defined as an attempt to make a person think and act as the writer wishes him to think and act.

And so it is with advertising, for it is the medium through which the advertiser is attempting to make the reader think and react as the advertiser wishes. Thus, the first thing to be considered in writing advertisements is the APPROACH.

The first thing we notice in a news story is the headline. And so it is with an advertisement. There is no essential difference between the headline of an advertisement and the headline of a newspaper article. The purpose of each is to attract the right kind of reader and to summarize both clearly and attractively from the desired reader's point of view. Thus the advertising headlines take one or more of the following approaches: 1. Approach through a command: Try Quality Clothes; Ask for Sandy's Products; Stay Sweet; Serve Macaroni Dinner Often. 2. Approach through a startling or unusual statement: Your Slip Is Showing; Now Is the Time; Right Off the Press; Even Beginners Can Make Good. 3. Approach by means of catch words: Sale; Wanted; It's Easy; Special. 4. Approach through immediate mention of the group of readers for whom the ad was written: Ladies; Fishermen; For Those Who Love the Spun-Gold Richness of Real Molasses; If You Were a Wave, Marine or Spar. 5. Seasonal approach: Spring Tonic; In Bloom for Easter; After Game Get-Together; A Spring Vacation to Remember. 6. Approach by means of a question: Friends Dropping In? Have you Tried?; Did you Recently Have?; Have You Seen? 7. Approach through approved-of

things: A Party Cake; It's Fashion-Wise; A Clean Work Table: Cut Your Milk Bill. 8. Approach through disapproved-of things: Moths; Corns; Dry Skin; Foreigners, ugh! 9. Approach through a quotation: "Mercy me. I don't see how anybody can keep house without this!"; "Thrifty? You bet it is!"; "Beauty is my business," says Campus Queen. 10. Clever and unusual approach: Cartoons, pictures, puns, rhymes.

Just as not every ad will appeal to every person reading your paper, so not every one of these approaches may be used in connection with each type of product advertised. Thus, it is up to the ad writer to become well-informed about this thing he is to advertise in order to determine the headline that will best suit his purpose, the approach that will have the greatest effect upon the greatest number of people. For toward an ad a person is usually indifferent, mildly interested or intensely interested. And a person's best attention comes through his entirely natural interest. People don't care about things; they care about themselves.

Thus we come to our second A--APPEAL. Often this appeal goes hand in hand with the approach of the ad. Still more often it is an outgrowth of the approach. And even though your approach in itself, your head, may have an immediate appeal to your reader, you must let the rest of your copy continue that appeal if you are to keep the interest of your reader to the very end. So you must determine beforehand your reader's point of view and maintain an appeal toward that.

Your lead or first paragraph should, of course, summarize your ad story. And it must do even more. It must sell the reader the idea of reading farther. In every ad the first sentence should start the reader thinking in the final direction of the idea that follows. Every sentence should carry forward not only the writer's thought, but the reader's impulse to action. So before you write a word of your ad, first decide clearly in your mind the exact impression you want your copy to make. Decide exactly what you want your reader to do. Then determine what you have to say to make him do that thing.

Ads that pertain to things not within the reader's scope will have little appeal to him. Thus, one of the first cautions for student journalists is to be sure that the thing advertised is something within the range of the lives of the average high school boy and girl.

Secondly, the ad writer must be specific and must avoid

using such generalities as: Attention, Boys and Girls! Note how much more interesting is: Sport Jackets, \$8.95 or East High Sweaters. These latter two make a definite appeal to boys, and suggest satisfaction of a definite want.

Even though you look at the things in a crowded window for several minutes, if someone immediately afterwards were to ask what you saw, how much could you remember? Yet, look for the same length of time in a window with only a few items. How much more vivid in your memory are the things displayed there! And so it is with advertising. Those ads which literally try to sell the entire store carry little weight, have little appeal, make little impression on the reader--if he continues from that point to be a reader. That is why we say to you: Be sure to concentrate your advertising on one or two things at a time. Most of us, admittedly, have one-track minds, and to overcrowd them is to meet with disastrous results, especially in advertising.

The appeal element of ad copy writing may in itself take any of several forms or combinations of these: 1. The straight-forward appeal, using facts: Sewing and saving our modern way is fast, and here is proof. Total sewing time on this dress, 142 minutes...130 minutes of machine sewing, plus just 12 of hand sewing on the neckline facing. 2. The descriptive appeal: My pretty windows are a joy! Colorful, cloth-like drapes for half a dollar a pair. Graceful as fabric. Matching tie-backs. More than two yards long. Exciting patterns--florals, stripes, plaids. 3. The reason-why appeal: Ask for Our Brand--for rich, tender chunks of meat--without stringiness. For fresh, zestful flavor--it's frozen in. For easy serving--lifts right out of the shell. For economy--there's practically no waste. 4. Testimonial appeal: "Chosen month after month as cover girl--that's my story. But I'm not taking all the credit. I found out early in my career how much importance is placed on the beauty of a girl's skin. That's why I always use Sparkle, the one and only beauty preparation." 5. Recipe or instructions appeal: You can treat yourself to a perfect, natural-looking wave--done at home--in three hours or less with our simple, ready-to-use solutions...Simply put your hair in curlers, wet each curl with lotion, and in less time than you believe you'll have a lovely new wave. 6. Style or fashion appeal: Stacy's stylist cabled, "Paris highlights checks for Spring!" Witness how Stacy's Petite Dress Shoppe follows the latest Paris fashion trend--carefully molds fine checked wool into beautifully

tailored suits with lined jackets. 7. Imaginative appeal: Imagine! Just \$13.95 for our new "Jacktop"--the fully lined coat you wear as a jacket or topper--belted or swinging full! Select your favorite of three different patterns--rich solid color flannel--luxurious tweed--tiny check. 8. Clever, humorous, or story appeal:

#### MARTIN K'S SOCKS

Our Wednesday mailbag brought a letter from your own Martin K who wanted to complain about his blue nylon socks.

We want all our customers to be happy, so we invited Martin to visit us and bring his socks along. He did--and he was wearing them...and a smile. Then he admitted that he simply wanted us to see for ourselves how well they had worn. He had the sales slip to show that he bought them three years ago. Incidentally, did we mention that they're still going strong without a mend?

We don't guarantee that the socks you buy from us will all last three years. But as you see, they might.

The correct APPROACH, followed by the correct APPEAL, can seldom fail to result in the final and most important A of advertising--ACTION. And good advertising today aims to sell the product, not merely advertise it. It is the action from advertising approach and appeal that brings results, that pays dividends to both the school publication and the advertiser. For the advertiser will be much more willing to continue his advertising if his former ad has brought real results, specific action. If he has had results one time, he reasons, he can't afford not to advertise again. And continued good-will in advertising is what the business staff of the wide-awake school publication is interested in.

And so the ad writer is like a movie director. His cry, "Lights," refers to his "approach"; his "camera" is the "appeal"; his result is the same achieved by the man who makes the movie wheels go 'round. His result is what makes the business world go round--it's ACTION!

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#### ETERNAL MESSAGE

Man's mind, stretched to a new idea, never goes back to its original dimensions.

The well of Providence is deep. It's the buckets we bring to it that are small.

## CIRCULATION AND ADVERTISING--1950 VERSION

by Mrs. Edith Fox King  
Vocational and Technical School  
San Antonio, Texas

After many years of experience in the field of teaching high school journalism, I have discovered that school publications, whether they come from the giant state of Texas, the golden state of California, or the chilly state of Maine, are so alike that they might all bear the identical label--Typical American.

Actually, our papers, magazines, and annuals are so similar that we even have a similar neglect--that of placing the proper emphasis on the value and importance of the business phase of publication work.

Out of 20 official magazines, picked at random from this year's file of our three national journalistic organizations, I found that only three mentioned the problem of finance. Two of these articles dealt with successful yearbook money-making ideas, including "patron" donations, cake sales, dances, and similar projects, all of which are fine and which certainly arouse an interest in the book as well as fill the coffers. In one article, a single paragraph was devoted to circulation and one other to advertising. Both of these paragraphs urged caution concerning the raising of prices.

The one and only article in the 20 magazines which dealt with the business end of publications in a truly business-like manner appeared in the March issue of THE SCHOLASTIC EDITOR, official organ of the National Scholastic Press Association. It is entitled "Giving Service to the Advertisers" and is excellent.

With this background in mind, let us now consider our topic, "Circulation and Advertising--1950 Version." I'd like to suggest that as an organized group, the CSPA members undertake the very sensible project in 1950 of making our school publications pay for themselves through circulation and advertising, with as little supplemental financing as possible.

Let us take a "New Look" at our publications so that we may get a "New Look" into them next year. Just as the "New Look" automobiles still have such fundamentals as a motor and a chassis, so publications still have the same fundamental circulation and advertising methods.

Three general circulation plans are now in vogue: 1. Group sales--homerooms, classes, clubs. 2. Individual sales. 3. The one hundred per centers--an assessment plan. The latter is the newest trend and makes an excellent advertising sales point. It eliminates, however, the fun derived from a campaign unless the competition in each group is stimulated.

Now what about 1950? Since this is the beginning of football season, let's answer the question in sports language. 1. Pre-game training: select a plan and study the various methods for its successful completion. Set a goal for subscriptions--make it 100 per cent for both paper and yearbook. Get a brand new campaign idea--very different from last year--absolutely catchy and one that lends itself to expansion during a second term drive. 2. The huddle: have everything ready, as charts, posters, receipt books, trained salesmen. Write out and circulate detailed plans among staff members. Make certain that everyone is prepared for the initial approach. 3. The kick-off: from the opening play to the final whistle, plug for the goal. Never let up until the campaign is over and the final score recorded.

As one of the most experienced advisers in this field of school publications, I CHALLENGE you, the young businessmen and women of the future, to set a 100 per cent circulation goal for all your publications this year.

Advertising, our other chief source of income, is now almost universally in use by school publications from the smallest to the largest. I firmly believe and ardently hope that within the next few years, all remaining subsidizing projects, which take the place of income which should come from advertising, will have been abolished from our budgets. My two general suggestions concerning advertising are: 1. Use it freely and wisely. Select the "right" firms; keep a card index on each one. Conduct a different type of survey each year. Train your salesmen and ad writers carefully. Train your collectors and bookkeepers. 2. Improve it greatly. Increase the amount through securing new sources and ideas from exchanges, magazines, and school surveys. Arouse school interest through "follow-up" among students of campaign ideas. Consider the use of agency ads, national and local. Use a combination campaign and contract for all publications. Plan a REAL campaign and follow it through to the last detail.

Twenty-five specific suggestions which I would like to give you are: 1. Insert humorous ads. 2. Use student fotos--divide cost with advertiser or charge more. 3. Condense ads on a single page once in a while. 4. Use political ads. 5. Tiny type in center of large ad is a good stunt if not used too often. 6. Use high school "slanguage" and type to correspond. 7. Insist on variety in type if at all possible. 8. Sell large ads for school togs and illustrate. 9. Get utility company ads--public service, telephone. 10. Try to make every ad stand out; avoid lost ads. 11. See that headline and ad type agree--both light or dark. See that border type agrees. 12. Eliminate small ads--just don't sell them. Sell a 2" ad every other issue rather than 1" every issue. 13. Sell business and trade school and college ads in January and May. 14. Use an illustration in every ad no matter what size it is. Get mats from city newspapers. 15. Be sure to use special day ads. 16. Church ads add dignity and good will to your publication. 17. Even perfectly plain ads help a solid type page. 18. Drop a picture down among the ads. 19. A few big ads are preferred to numerous small ones in most cases. A single high school in a large town or city often gets big ads easily. This also applies to page in daily paper. 20. Advertise school affairs. 21. Use single or double pyramid only where news is also used. 22. Omit ads from editorial page as a matter of newspaper ethics. 23. Do not crowd copy. 24. All kinds and all sizes give a business-like appearance. 25. For 1950-51, exchange campaign ideas through the medium of the official CSPA organ, THE SCHOOL PRESS REVIEW.

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#### MONTGOMERY COUNTY, MARYLAND, GIVES PRESS AWARD

A \$250 scholarship was offered for the first time this year by the Montgomery County Press Association of Montgomery County, Maryland, to graduates of the County's public high schools interested in studying journalism.

On the basis of scholarship, personality, interest in the journalistic field, and economic need, one candidate was chosen by the English instructors of each senior high school. On the basis of a combination written and unassembled examination, Laurence Dahlin, Richard Montgomery High School Senior, of Rockville, was chosen by the Association's Board of Directors.

The group plans to award the stipend annually on the same basis. In addition, the winner may apply for a renewal at the end of each year.

## CARE ASKS HIGH SCHOOLS TO CONTINUE THEIR HELP

For its fall-winter program in American schools, CARE is now planning a children's book "package," to help lay the foundations of a better understanding between the young people of the world.

The plan will be part of the already-established CARE-UNESCO Book Fund Program, with school groups here asked to contribute funds to provide the better-type American children's books for schools in Europe and Asia. The books chosen by CARE will be geared to interpreting United States' life for five-to-12 year olds, and will feature pictures accompanied by simple basic English texts.

Meanwhile, continued support is urged for the regular Book Fund Program, to send scientific and technical books to overseas universities and high schools, and to which secondary schools in this country contributed notably during the last school year. American high schools formed the largest body of donors represented in one of CARE's most recent major book deliveries, when \$1,000 worth of text and reference works were presented to Patna University, Bihar Province, India.

Journalism is a new addition to the book categories which the program covers on the high school level. Other secondary school categories, which can be specified by donors of \$10 or more, include a wide range of subjects on English language instruction and applied sciences.

A new \$10 CARE plow package has also been announced, to help increase food supplies in Asia. The plow, a simple one-wheel hand design which will not be too strange to Eastern farmers yet can double and even treble crop production, can be sent to India, Pakistan and Ceylon. Delivery is guaranteed to individuals or to institutions such as agricultural schools, so that students will become familiar with its use.

It is to Asia in particular that CARE hopes American donors in the coming year will send their help--the familiar CARE food and textile packages as well as plows and books--as evidence of American democracy working toward world friendship.

Though large areas of need still exist in Europe, it is in Asia that the need is especially acute. Pakistan has some 6,000,000 refugees who must be provided with food and clothing and jobs. Tuberculosis, largely caused by substandard diets, kills 15 persons every hour in Japan. Similar situations exist in other Asiatic countries.

Complete information on CARE's various services, package prices and countries reached can be obtained by writing to the Education Unit, CARE, 20 Broad Street, New York 5, N. Y.

## THE BEST LEAD TELLS BEST WHAT IS MOST IMPORTANT

Bryan Barker, CSPAA President

Mercersburg Academy, Mercersburg, Pa.

"How can I begin my article?" or "How can I write a different, better, more interesting lead paragraph?" are questions sometimes heard by the faculty adviser of a school newspaper. Part of the difficulty, this writer feels, arises from not knowing certain necessary facts about writing a news article as a whole. These few things known, together with some information about the definite ways of varying a lead paragraph, should be of help to the student needing this information.

Begin a standard news article with what is called a summary lead. In the first few words, try to "hit the news," or the most important feature of the story. This beginning and what follows should answer concisely the questions raised by the 5 W's: "who" (who inspires the story, who spoke, who scored, who won, etc.); "what" (what happened); "when" (when it happened); "where" (where it happened), and "why" (why or how it happened).

Make this lead paragraph as short as possible, six to nine lines of printed matter usually being sufficient. In this summary lead, the reader should be given the gist of the story.

Dull will be the result if the lead paragraph begins with a date, particularly about a past event. Challenge, interest, and attract the reader, but do not be guilty of an overstatement for the sake of a colorful beginning.

Fuller treatment of the 5 W's makes up the body of the article. Significant, interesting details should be related in diminishing order of importance and never in order of happening. Let each paragraph after the first be rarely more than from seven to twelve lines long. Endeavor to open each paragraph with an interesting idea and so write each paragraph that at its end the story appears to be complete.

Write in the third person. Never use I, we, our, us, you in straight news articles unless someone is being quoted or interviewed. Do not editorialize or express an opinion about what you are writing. Write from the standpoint of an impartial observer, except when you are using a by-line or quoting someone.

Be very, very careful about proper names, for they are rarely spelled according to rule or reason.

So much, then, for the "certain necessary facts about writing a news article as a whole." There are others. One could mention, for instance, the need for accuracy. The would-be journalist doesn't really know what that means until he has seen his inaccuracies in print and perhaps got called down for them. Then he knows that accuracy is the foremost precept of all those who would follow the journalistic art.

The following twelve examples show how a news lead may be varied. They have all appeared in print in student papers. Names of people and places are fictitious; otherwise the examples are genuine and the work of students. Doubtless they all can be improved. If you can do that, and know why you do it, you will be making excellent progress toward the objective of so writing a lead that it tells best what is most important.

1. Number lead:- Fifteen students distinguished in English will discuss the writings of England's poet laureate, John Masefield, at next Thursday night's monthly meeting of The Fifteen, Rochester high school's honorary English club. Mr. Barry F. Brown, head of the English department and faculty adviser to the organization, will be the host of the occasion, and the place of meeting will be Alfred hall.

2. Quotation lead:- "Brutal selectivity" were the words used by Doctor K. Smedley, the present executive officer of Trinity university, in attempting to describe the present day method of choosing students for college. Such a system, he informed this paper during the vacation, is the only recourse left to college admissions officers today.

3. Noun lead:- Cranborough's grapplers outpointed an evenly balanced York team to win their first meet of the season by 24-14. Battling on the Y. M. C. A. mats Saturday, January 19, three of the Orange and Brown wrestlers, Joe Selby, John Browning, and Captain Dick Harris, pinned their men.

4. Adjective lead:- Loud explosions heard on the back campus last Saturday afternoon let the world of Lake Forest know that the trap shooting season had begun with a noisy start. Mr. Morris W. Raymond, faculty adviser to the Gun club, was in charge of the activities. 34 students participated.

5. Adverb lead:- Completely outclassed by the height and experience of the Navy plebe basketballers, the Blue and White quintet dropped their second game of the season by 68-17 at Annapolis Saturday, February 9. The yearlings started the encounter by a tip-off score, a lead which they never lost.

6. Conjunction lead:- Although hundreds of letters, newspapers, and other documents relating to the Civil War and earlier periods have existed in this town for years, not a soul knew about them. Early this month, several Academy students uncovered this cache in an old, ruined house and spent a long time in reading about the Belleville of long ago.

7. Preposition lead:- By 17 to 11, the Blue and White matmen suffered their first defeat of the season at the hands of a more powerful team from Bedford high school, Pa., last Saturday afternoon, January 26, on the home mats. The visitors registered five decisions to the local team's three, and one match resulted in a draw.

8. Name lead:- Kimball Williams, June 1949 salutatorian, left his home last week for Mexico City to join a field trip undertaking a comprehensive survey of the mineral resources of the west coast of Mexico. Sponsored by the Bank of Mexico, the expedition included in its personnel top-ranking geologists and mining engineers from the United States.

9. Infinitive lead:- To defeat the track team from Woodber high school in Spotswood, N. J., by more than 20 points, or 70 to 47, was the good fortune of the Webster cindermen in their first encounter of the spring season.

10. Participial lead:- Taking ten first places out of a possible 14, the Washburn high school trackmen trounced the Welliborough school 89 to 38 on the home field last Saturday in their first dual meet of the season. The visiting team took four first places, four seconds and six thirds.

11. Interjection lead:- "Ha! Ha! Come on, let's laugh and be gay," were the hopes of Major William J. Hosey when he set aside the week of April 4 to 10 for laugh week. This week is to be spent in pleasure and good times in order to strengthen the bond of good citizenship in this community.

12. Pronoun lead:- Those students interested in forming a fine arts club should meet with J. Wilson Brown, head of the Drawing department, in Room 15 of McDonald hall next Saturday night at 7. Genuine interest in any branch of the applied fine arts is the only qualification needed to form an organization of this kind, Mr. Brown informed this paper yesterday.

And there are many other ways of beginning an article. Wherefore, you have an article to write, review in your mind all the information you have, and then pick out what is to you the most important feature and start with that. "That most important feature" may be a name, a score, a number, a place, a

quotation. "Hit the news" with that and then build up your lead paragraph to include the 5 W's. Not much that matters will be missing when you have finished.

**GUIDE TO GOOD BOOKS** by Hans Christian Adamson

Of the dozen highly entertaining books from the gifted hand of J. Frank Dobie about the people, animals and places in his beloved Southwest, none rises higher than his latest: **THE BEN LILLY LEGEND**. First time I ever heard about this truly legendary hunter who brought so much death to bears, lions and other "varmints" was back home in Las Vegas from "Pop" Squires, pioneer editor midst the sand and sage and, in his day, a hunter of wide repute. Ben Lilly was a strange and awe-inspiring character. His worldly possessions were his gun and his burro, plus the clothes he wore during the day and slept in at night. Like Johnny Appleseed, a century before him, Ben roamed far and wide performing kind deeds. Only, instead of planting apple-seeds, Ben killed predators. Dobie had the good fortune to spend considerable time visiting with Ben Lilly back in the 1920s. Thus, from personal contact with Lilly and people who knew him -- as well as from Ben Lilly's correspondence and writings -- Mr. Dobie has created a lively and life-like portrait of a man who was born in 1856, died in 1936 and spent virtually all of his 80 years under the open sky in pursuit of four-legged killers of cattle and sheep. He hunted with Teddy Roosevelt in Texas and made even the strenuous T. R. cry "uncle." Mr. Dobie has avoided the tiresome technique of tree-by-tree, canyon-by-canyon descriptions of the chase. Instead he brings out the story of a man whose skill in adjusting himself to the wild was so great that he became virtually independent of "civilization." (Little, Brown- \$3.50)

The principal and most valuable features of **THE OUTDOOR GUIDE** by Luis M. Henderson are its comprehensive coverage and absolute simplicity. Instead of making hiking and camping complex and exacting arts -- as too many writers do -- Mr. Henderson takes his reader by the hand, leads him into the woods and simply and leisurely shows him what to do and how to act. Although the author was born with a shot-gun in one hand and a rifle in the other (Mr. Henderson is a famous hunter) he wisely warns campers and hikers not to carry firearms. In his foreword, Mr. Henderson says that his book is not for the wilderness-wise. I cannot agree with him on that score. **THE**

OUTDOOR GUIDE is so crammed with pertinent, useful and unusual information that it will serve to teach new tricks to many an old woodlands dog. His chapter on the tracks and dens of wilderness dwellers is intensely interesting as is also the section that deals with packs, packing and open-air housekeeping. Scores of useful "how-to-make" drawings and nature illustrations. (Stackpole & Heck-\$4.50)

PEARL DIVER'S LUCK by Clarence Benham is a most satisfying mixture of exciting adventure on the ocean floor and first hand information about the dive by dive existence of men who went down into the sea for pearls. Forty years ago, when he was young and reckless, Mr. Benham joined the pearl fishing fleets that operated in the waters of Great Barrier Reef, Torres Straits and the Solomon Islands. From native divers he learned the trade of pearl hunting and through hard work and good luck he piled up enough money to go into business for himself. Through Mr. Benham one meets some of the rugged characters -- ruthless competitors and reckless pirates; sharks, octopus and giant man-killing clams. A fight for life on the ocean floor between the author and Japanese pearl pirates keeps the reader spellbound. Interesting feature of PEARL DIVERIS LUCK is its conversational style with just the right seasoning of Australian slang and pidgin English to point up its South Pacific flavor. (Norton-\$3.00)

The Fifth Edition of THE GUN DIGEST edited by John Amber goes a long way toward showing, in words and pictures, all that is new in the arms and accessory field -- the new Colts, the new High Standards, the new Remingtons, etc. Also, for the first time, retail prices are given. The pure reading matter is greatly enlarged and much more diversified than in past edition. It includes: Black Powder Rifles in Pennsylvania; The Story of Winchester by Harold Williamson; The Peace Maker and Its Rivals by John Parsons; The Secrets of Double Action Shooting by Bob Nichols; Loading the Charcoal Burners by Red Farris; Maynard Cartridges, a first time showing in full sizes of all the special Maynard ammunition; The Gun Collector - and His Field by Ray Riling and Single Shot Rifles, a story of Sharps and others. (Wilcox & Follett-\$2.00)

There's the smell of deep water and tang of salty wind in Stanley Rogers' beautifully illustrated volume of vessels that

ruled the sea before the days of steam and entitled: THE SAILING SHIP. Mr. Rogers, whose standing as a marine artist places him on the very top rung of his craft, has produced a volume that all lovers of wooden ships and windfilled sails will cherish. Eight full-color plates depict Yankee Whalers, decorated sails, ancient hull colorings and other maritime themes. Line drawings run from curves of a graceful galleon to silhouettes of rigs and figureheads; from clipper ship sails to a 28-gun frigate and a Ramsgate fishing trowler. There is an attractive chapter on ship models, a hobby which the author has developed to a real art. A Study In Beauty is the subtitle of this volume. It is well chosen for it is exactly what this book reveals, chapter after chapter, page upon page. (Harper-\$7.50)

There is nothing ponderous or elephantine about ELEPHANT BILL, the autobiography of Lt. Col. J. H. Williams who spent the years between the two World Wars in the jungle lumber camps of the Bombay Burma Corporation. There he learned all there is to know about the huge pachyderms who serve as animated bulldozers, beasts of burden and carriers of men, mail and merchandise in the jungle hinterland. A multitude of interesting facts about the habits and personalities of elephants are brought to light by the author who admits that one of the saddest spectacles in the world is the cruel taming of captured full grown elephants. Some compensations for this are the friendships that eventually spring up between elephants and their native "drivers." Through anecdote and incidents, the author reveals the use of elephants at work in hunt and in war. ELEPHANT BILL is an unusual book about jungle life -- wild and tame -- and should appeal to anyone who has ever been attracted by the big beasts in zoos and circus parades. (Double-day-\$3.00)

Those of you who yearn to dig deep for gold and other riches hidden away by pirates bold -- as well as less colorful characters -- will find BURIED TREASURE by Ken Krippene a veritable road-map that leads its owner to the pot o' gold at the end of the rainbow. Within the pages of this slim little book, Mr. Krippene lists all sorts of treasure to be had for the finding, such as Dillinger's buried loot; the lost gold of Pancho Villa; the treasures of Manila Bay; the golden hoard of Jean Lafitte and several other sagas of lost and missing treasure. A sparkling stein of adventure with a fine foamy head of blood and thunder action. (Garden City-35¢)

Speaking of Treasure Hunting (and in line with the adage that gold is where you find it) -- take this tip from me: You'll hit high grade ore if you stake claim to ROCKY MOUNTAIN EMPIRE. This collection of about thirty true stories about men, women and happenings in the new and not so new Rocky Mountain West was assembled by Elvon L. Howe, editor of the Sunday Magazine of the Denver Post. Mr. Howe's empire reaches from Texas to North Dakota; from Arizona to Idaho. Across this huge stage, Mr. Howe directs his cavalcade of men and women in the process of weaving the tapestry of history and his design is rich in human interest -- brawling lumberjacks, hard riding Arizona cowboys, steel-nerved Indian fighters, somnolent Navajo Indians, range medicos, train robbers, two-gun law enforcers, range riders, cattle raiders -- a lively cast in a captivating true life drama. (Doubleday-\$3.00)

In TWELVE AGAINST CRIME, Edward D. Radin puts the spotlight of recognition on a dozen behind-the-scenes crime fighter who quietly and without fanfare help the police solve many baffling crimes. Each with his own specialized knowledge ranging from a study of laundry marks to blood, saliva and sweat typing; from psychiatry to toxicology, these unsung heroes have tracked their man and proved his guilt beyond a doubt, not now and then, but time and again. All twelve men have performed incredible feats which make fascinating reading, in the field of crime solution. This book does not lull the reader into a false sense of security against law-breakers. On the contrary it makes one conscious of the large number of crimes that goes undetected or unsolved in even large localities because scientific methods of investigation are not always known or available to law enforcement officials. Among the TWELVE AGAINST CRIME mentioned in this volume are George Lamb, hunter of errant husbands; Arthur Koehler, master tracer of wood; John Dondero, finger printer expert extraordinary and Alexander O. Gettler, whose M. D. stands for Medical Detective. (Putnam-\$3.50)

BEHIND THE FLYING SAUCERS by Frank Scully is a somewhat over-documented story about what is known concerning these "visitors from space" up to now. Mr. Scully claims to have a broad-gauge inside track with a noted but nameless American scientist who he claims actually examined several "saucers" that had landed in the region of the Rockies. It matters not whether you are Pro or Con-Saucer, the book is interesting. (Holt-\$2.75)



# The Advisers BULLETIN

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## BUILDING FOR THE FUTURE THROUGH THE MEDIUM OF TODAY'S PUBLICATION

Lee O. Hench, author, was for many years Adviser to The Sider Press, Oceanside, N. Y., Senior High School, and at one time was President of the Empire State Scholastic Press Association. At present, he is Director of Publicity and Public Relations and still active in the field of student publications at the State Teachers College, Eau Claire, Wisconsin.

Build tomorrow by building today applies in school publications as well as in other phases of living. In dealing with this topic, a number of view points can be taken into consideration. For whose benefit should the school publication be the medium?

There are at least four answers: a major answer is for the benefit of the student body and the school community; a second major answer, for the benefit of the student staff; two minor answers, for the benefit of the advisor and for the benefit of the school administration. In these two instances, however, one has in mind the programs of education for which they are responsible.

Before examining these various points of view, the roles the school press may perform must be considered. There are many of these roles, and it will be necessary to confine this article to but a few of them.

Among these roles is that of informing and entertaining the readers of the publication, who in this case include the student body, and to some extent the faculty, the administration, the board of education, and parents and others of the school community.

Another role commonly mentioned is that of educating the staff, particularly the youthful student readers. Included here are many aspects of English--writing, spelling, punctuation, journalism techniques--art, business practice, salesmanship, graphic arts, and the general business of being better informed about school affairs and even community affairs. All of these might be included under the idea of increasing power of expression or of general awareness of things around.

There is the role of developing better citizens, not only among the student staff, but throughout the whole school. The school publication helps to give purpose and meaning to many activities both in the subject curriculum and the co-curriculum. So it has social value in that it builds better school morale, teaches responsibility, willingness to work and to cooperate and to follow through, to tolerate and to understand the point of view of others.

The activity on the school press can build better character, because the staff member has a chance to learn qualities of honesty and unselfishness and to share through practice in learning by doing situations. The informality and the friendly atmosphere of work on the staff can shake many a shy or diffident member loose from his inhibitions. The feeling of belonging to something worthwhile to which he can learn to contribute brings out the best in him. To that extent such activity builds personality, and that is a role that must not be overlooked.

Again the school . . . . . room activities. In another role publication is a business enterprise IN THIS ISSUE the properly functioning school publication serves as and a business organization. The member gains perspective of the pattern of a business organization and a practical experience in dealing with people and business men that he could not acquire in the ordinary class- . . . . .

Future Building	Humor Columns	Alumni Interest	Convention Notes	Guide to good Books	News Highlights
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its activities and needs. If the school is large, this is particularly important, for in such a school it is more difficult to keep in touch and to understand policy and methods and events. The school publication should be seen as a pattern or frame of reference for creative control--self disciplining. Activities wholeheartedly performed tend to keep people happy and balanced. The high standards demanded from the average staff worker by his co-workers require him to give his best. His best serves as a challenge and a model for others. In this sense, the spirit of a lively staff doing top-notch work spreads throughout the entire school. So the staff and the school can share in control, because they literally control themselves. It is a healthy staff which can discipline itself.

Working on the student staff of a publication serves as a leadership training experience. Since there are usually well defined offices designated on the publication, certain persons learn the meaning of definite responsibilities and learn often to direct others and many learn something both of giving and receiving directions. Learning leadership and followership by experience is the best way and perhaps the only way.

This leadership experience is an experience in sharing and in guiding and in that sense is an experience in learning democracy. Decision is often group decision and the results are often greater because of the thinking together of the group. When students know the reasons for certain courses of action, they are more likely to be of service in carrying them out. This is learning democratic relations in a generally democratic way.

Now in building for the future through the medium of today's publication, it should be apparent that the administration of the school should be interested in achieving all these roles. Not always is this so. The principal may not be as well informed on the values of a dynamic school press pattern as he should be. Because of irresponsible staff members who were themselves short-sighted, he may have experienced some disappointing results in previous years; situations may have occurred which made him doubtful whether some of these purposes and roles could be attained. For various reasons he may have difficulty in setting up a program and a schedule of activities that can function in conjunction with the

other activities of the school. A serious minded staff which tends to business and makes itself an asset in the school can do much to aid the principal in building tomorrow's publication today. Of course, it behooves the administrator to recognize that he builds for the future by building in every way that he can the school publication. He has, in a properly executed program, a pattern of activity that is a much needed complement to the subject curriculum of the school.

To some students, floundering educationally, a happy, purposeful experience on the school publication is like getting a much needed vitamin: small in quantity, it bulks large in importance in making other subjects seem worthwhile. A good administrator should explore all of these angles as worth taking into consideration in building for a better school of the future. The adviser, too, is building for the future in building a good publication staff. It is certainly true that much writing, editing, spelling, art work, design, make-up, business practice, and the like get done because members are interested and highly motivated. Consequently the quantity of work is not only greater but of better quality. Frequently one staff member coaches another.

If the adviser is interested in teaching responsibility and cooperation, he can find no better pattern to make his efforts effective. His relations with staff members can be much more enjoyable and cordial than is likely to be attained in the formal atmosphere of large classes. He comes to enjoy a respect not only from his staff members, but from the student body and the school community that he is not likely to have otherwise. In short, his work as an adviser is a more natural kind of teaching and the more valuable therefore. The adviser needs to give thought to all the common techniques of building an active and competent school press staff.

If the pattern which the adviser guides is properly organized and functioning well, a large number of students may attain worthwhile experience. Financial difficulties are not so likely to threaten. The respect and cooperation of other faculty members for the activity will the more readily be maintained. Much work gets done without his attention. To that extent, his powers as a teacher are extended. The variety of

experience is greater, too, and the value it has in making other subjects more meaningful is enhanced. His publication is likewise a better internal and external house organ, a development of importance to himself, of course, but of greater importance to the school community. He should keep in mind the opportunity provided to members to be of service to the school in working on a group of lively press correspondents or in putting out a really worthwhile school publication.

Most of all, the staff member who works for a good school publication works for himself and for his own future. To a certain extent, he is always building his future in the present. If he is an effective staff member, he is learning many things and learning them better: the subject matter of his courses, skills, habits of accuracy and persistence, better attitudes because he understands better why things are. He is developing appreciations of the work of others and gaining understanding of many basic processes of writing, publishing, make-up editing, printing, selling and accounting. More than that he is attaining experience in group planning, initiating, executing, and evaluating, and to that extent he is learning to live with others. He may learn much about directing, guiding, and sharing with others. These things are valuable assets in the business and social world. No student member should overlook in building a better future for his publication the possibility of building for himself a bigger future.

The student staff member should not overlook the value of his service to others: the student body, his school community. He is giving service by helping to get out a publication of which his schoolmates can be proud. Such a publication is an excellent sign of the superior character of the instruction. He can be of service by aiding in the school publicity. In a sense, this should be looked on as a type of education, and to that extent he is associated with the educational purposes of the school. He is a kind of teacher of his peers and certainly contributing to building better citizens.

Participation of this kind will open doors to more and better friendships, to new interests, to new skills, and to new appreciations. Not infrequently it is the direct way to various kinds of recognition and often is an important factor in the attainment of scholarships or at least in securing admission to